



2024 Annual Report Crossways Lutheran School

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Introduction

As part of our funding agreement with the Australian Government, we are required to ensure that specific “School Performance Information” is made publicly available to the school community. This information has been provided to the school community throughout the year in other forms such as newsletters and the School Handbook.

What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2024 school year and expands on the information provided on the Commonwealth Government’s My School website.

- *Contextual information about the school, including the characteristics of the student body*
- *Teacher standards and qualifications as mandated in the relevant jurisdiction*
- *Workforce composition, including Indigenous composition*
- *Student attendance at school*
- *Student outcomes in standardized national literacy and numeracy testing*
- *Parent, student and teacher satisfaction with the school*
- *Post-school destinations*
- *Income broken down by funding source*

Government compliance is something that all schools are compelled to undertake, however it is also something we take great pride in as it enables us to seek better ways to improve our school. At Crossways Lutheran School we are committed to making sure we meet all the Government Compliance Standards and are continually searching for ways to improve our reporting to them, and more importantly, to improve our reporting to our parents and the community. We are exceptionally proud of the standards we strive to achieve and will always look for ways to improve on what is already an inspiring School that focuses on excellence in teaching and learning.



School Contact Information

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 Website www.crossways.sa.edu.au

| | |
|---|---------------------|
| Principal | Mr. Greg Miller |
| Deputy Principal | Mrs Terena Evans |
| Business Manager | Mrs Melinda Vaughan |
| Head of Teaching & Learning – Junior School | Mrs Janette Cook |
| Head of Teaching & Learning – Middle School | Ms Haesil Kim |
| GGSA Coordinator | Mr Aiden Champion |
| Governing Board Chairperson | Mr Julian Denholm |

Mission and Vision Statement

A Mission Statement is a statement of purpose.

Crossways Lutheran School is committed to providing its learning community with opportunities to grow and to be empowered by continuing to develop meaningful relationships with all stakeholders and strategically investing in facilities and resources.

Our Vision Statement describes what we want the future to be like for our school and students. Crossways community accepts that for genuine Christian education to take place, reconciliation is necessary.

This is expressed in the School's Vision Statement.

In an environment where everyone feels valued, we will empower our learning community to celebrate success, invest and contribute to their own learning.

Our School Values:

At all times, students, staff and parents abide by the simple code of conduct:

**“Love one another
as I have loved you!”**

(John 15:12)

Love is expressed as consideration, cooperation, courtesy, respect, forgiveness and acceptance.



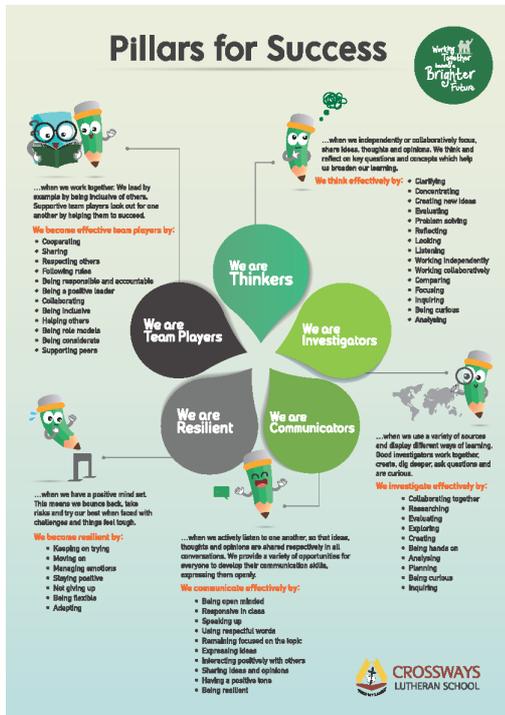
Contextual Information about the School

Crossways is a systemic Lutheran School and is the only non-government school within a radius of 300kms of Ceduna. Situated on the Far West Coast of South Australia, Crossways offers quality educational programs, within a Christian setting, from an Early Learning Centre (ELC) to Year 10 (Junior and Middle Schools). The school is located within 2kms of the main business centre of the town. Facilities include modern air-conditioned classrooms, library, chapel, food technology room, music room, one to one technological devices (iPads F - Year 6 and laptops Year 7 - 10), art room, new science lab facility, computer pods, outdoor learning space, art and cultural studies room, sports facilities inclusive of tennis, netball and basketball courts. The ELC was opened at the beginning of 2019, and provides an education to 3 and 4-year-old children. The school was established in 1983 with a commitment to provide excellence in education within a Christian setting. The school has a strong Indigenous enrolment but we are a Multi-Cultural School serving the whole community of Ceduna.

[Intercultural understanding is a vital part of living and working with others in a school community. 21st Century Education requires us to do it well in order to reach our ultimate goals in life. “Working towards a Brighter Future” states that we need to support each other to become local and global Citizens.](#)

Projects, developments and value-added

- Strategic Planning workshops
- Construction of Wellbeing Hub – Completion estimated early 2025
- Upgrade of Junior and Middle School playgrounds
- Outdoor Education Program, including Camps and Sleepovers
- Elective Program aimed at Junior and Middle School
- Promotion of the School in the community through weekly newsletters, Parent information evenings, radio and local newspaper articles.
- NAIDOC Day
- Reconciliation Week
- Continued Chaplaincy Program
- Staff were able to complete Professional Development which aligned with the schools strategic intentions and their personal goals
- Ongoing implementation of FACTS School Management system, including training
- Continued developments with CompliSpace



The Pillars for Success was developed in collaboration with the Teaching Staff during 2021. It is a whole school teaching and learning philosophy which focuses on 5 key pillars. On a weekly basis, students are encouraged to strive for success using strategies outlined in the placard.

The Early Learning Centre was opened at the beginning of 2019 offering a 4-year-old program followed by a it to 3-year-old program in 2020. The Crossways ELC provides a safe, warm environment for young children to embark on their education journey. The flexibility available in the early years allows educators to support children’s interests, build up their self-esteem and confidence, respond to spontaneous events, as well as support the development of the skills in all cognitive areas in ways that are significant and relevant.



At Crossways we cater for all students at different levels of learning by:

- having LSO support in every class
- running tutoring programs in literature and numeracy
- providing extended learning opportunities
- extra - curricular activities

We achieve successful outcomes for our Indigenous and non - Indigenous students by having a supportive school culture with a shared whole school vision, and high expectations for students and staff. We have well established positive relationships with parents and community members.

At Crossways we demonstrate a strong commitment to success for all, we provide flexible 'in learning' opportunities and attention to individual needs of students. Staff provide a broad, inclusive curriculum, culturally appropriate methodologies and content expecting consistently high expectations blended with support to create an environment which fosters engagement, participation and success.

The School Council has again blessed our school in so many ways and supported all those who work within our school community. They have forged ahead with policy development and strategic intentions. Always bearing in mind the best interest of the School community.

The information contained in this Annual Report is something for you to celebrate together with the staff and students, as together we make an exceptional team. With God's strength and courage supporting us along the way, we can all feel comforted knowing that His work within these walls is a great achievement and cause for celebration.



We have unique opportunities at Crossways in providing an education which is rich, vibrant and courageous. Above all, Crossways is a safe place for all children, no matter their background or demographic and it is the love of Christ which provides the hope for all.

The Spiritual Life of the School

The Gospel is at the heart of all that exists and at Crossways Lutheran School. It is a place where “God abounds” in other words where we can do His work, knowing that He guides us in the relationships we build with the students, in the communication we develop with each other, and in the Ethos centered around God’s grace that we hold so dear. Crossways Lutheran School is a school under the banner of the Lutheran Education SA/NT/WA (LESNW), and through them we are guided in the way we develop and implement Christian life within our school. Beginning each day with staff devotion and students’ devotion (in the classroom), whilst incorporating Christian Studies, Chapel and regular Staff Devotional time in our program, all contribute to a sense of purpose that sets the standard for a Lutheran School. We are proud of the Spiritual life of our School and believe it embeds the culture that we are known for in the community. The community members always remark when visiting the school that it feels different, welcoming, safe and friendly.

Our School Chaplain, who works closely with the Principal, has a pivotal role in providing input into the spiritual and ministry program of the school. The Chaplain also organises the rosters for Chapel and Bible theme for the Term. Our school community (including parents and community members) attend Friday morning Chapel services led each week by a different class, and either the pastor, the chaplain, the principal or a guest speaker. It is very important for students to be actively involved in Spiritual activities in order to grow spiritually, or just to explore Christian practice within our school. As teachers, we plant the seed of faith in our students for the Holy Spirit to cultivate and grow it in time.

Currently the position of Pastor of the Ceduna Lutheran Parish is not filled, however Church services are held at Crossways on the fifth Sunday of the month which is an opportunity for the Parish, the Uniting Church, the Anglican Church and the school to come together for worship ,fellowship and a morning tea is shared. We strive to build strong relations with the Community and to involve them in events held at school.

Our Students

Crossways total enrolments comprise approximately 70% Indigenous students. Many of our students are from the local area and travel less than 40kms to school. We have students from various cultures, including African, Maori; which make our school a multicultural school community.

We work in partnership with parents, caregivers and families to help students to grow and develop life skills (developing students holistically), increase their literacy and numeracy levels, create opportunities to participate in various sporting codes, as well as learn God's love which forms part of our Lutheran Ethos at Crossways Lutheran School. We endeavour to work with students to foster a happy, safe and positive learning environment which is conducive to teaching and learning. Students are encouraged to achieve to the best of their abilities, which gives them a sense of achievement, pride, and confidence in themselves.



Our students reflect the culture of Crossways Lutheran School in their dress, demeanor, and in their attitude toward learning. Our SRC (Student Representative Council) represented the school at the Anzac Day Service. Being visible in the community and attending significant celebration days promotes Crossways Lutheran School within the community. Additionally, our student's presence in the wider community has been very positive and they have reflected our School's mission, vision and values exceptionally well. It makes us all proud to hear the many positive comments from the community about our students.

We have a focus on community service. The Junior and Middle School Choirs visited a number of organisations to entertain and our Clean up crew regularly picks up litter in Ceduna.



Student attendance 2024

Student attendance in 2024 was on average 76%.

Student attendance per year level in 2024 year is listed below:

Foundation – 79%

Year 1 – 71%

Year 2 – 80%

Year 3 – 79%

Year 4 – 79%

Year 5 – 71%

Year 6 – 74%

Year 7 – 68%

Year 8 – 63%

Year 9 – 95%

Year 10 – 57%



Managing non-attendance

Because of economic and cultural reasons, family mobility and transiency, the rate of non-attendance for our students is comparatively higher than in other schools. This has some impact on the average attendance of students. Our School supports improved attendance through a number of strategies: an attendance cup where classes with the best weekly attendance are rewarded. The Attendance Cup is presented during our Whole School Assembly on Fridays; and the home group teachers working with our School Liaison LSO to follow up families and to support and encourage improvement in their children's attendance at school. We also work in partnership with the Remote Schools Attendance Strategy (RSAS) who come under the umbrella of the Ceduna Aboriginal Corporation.

The School and RSAS have a Memorandum of Understanding to ensure the processes of attendance/non-attendance is clearly articulated and in place. The School together with RSAS have constructed a step by step process when there is a case of student non-attendance

Under **the Truancy Act**, our School is directed to take continued absences seriously with follow up expected by way of conversation or formal letter to the parent or career.

Restorative Practices & Behaviour Management

Students at Crossways need to learn, interact and engage in school activities in an environment that is safe and secure. We ensure that bullying is a focus in our wellbeing programs throughout the year.

In our SBM policy we describe explicitly what it looks like and in which forms you might identify it within the school and community. Many issues roll into our school from outside (community) which impact on student relations and behaviour. Parent involvement is encouraged when dealing with these issues to ensure that students are safe and teaching and learning are not hampered.

We have a No - Tolerance Policy towards bullying. Levels of behaviour are described, steps and processes to follow are explained and consequences are outlined for certain behaviours. Teachers are implementing the SBM Policy and I am very pleased with their classroom management and the behaviour of our students (ELC - 10).

With all staff completing training in Restorative Practices during the last couple of years, Crossways has complimented their SBM with the Restorative process. In a nut-shell, the Crossways community invests time in building relationships rather than taking a punitive approach.

Student Representative Council - 2024

The Student Representative Council is made up of selected students from students from Year 2 through to Year 10. It is their role to discuss issues pertinent to their sub school and the whole school that they feel need to be addressed. They meet regularly with the Student Voice coordinator.

The SRC organised many and varied events such as fundraising and dress up days. They have represented our School at the Anzac Day dawn service and Remembrance Day; speaking to their sub schools during assemblies and meetings and greeting visitors during Open Days and sub school meetings. I commend them for their excellent presence around the school as leaders. Regular meetings of the SRC assists us with gauging the wellbeing of our student cohort. We know that our students are happy because the 'Voice' of our student cohort reports positively on student satisfaction and wellbeing during their regular meetings.

Another student representative group is the Student House Captains. These students are voted for by their peers in each House team to be their leaders during House events. They demonstrate excellent sportsmanship and team building capabilities which is wonderful to witness. At sporting events it is the House Captains who build collegiality and teamwork, encouraging others to represent their House group in events and to build teams with their student peers.



The Student Representative Council for 2024

Post School Destinations

Crossways offers schooling from Reception to Year 10. Our vision is for students to succeed in wherever they choose to go after year 10, and to give them our full support in their choices.

After completing their schooling at Crossways they have a number of options. Students are encouraged to apply for scholarships to in order to continue their schooling at Colleges in Adelaide or Port Lincoln. Some students transition to the Ceduna Area (DECS) School to complete their SACE. Other students opt for traineeships/apprenticeships locally or elsewhere.

The following students went from Crossways to the following schools:

Chase Sleep
Shia Taylor
Lillian Miller Lampard
Ella Fischer

Immanuel College
Immanuel College
Immanuel College
Westminster School

Senior Secondary Outcomes

Students at Crossways are enrolled in the South Australian Certificate of Education, and they receive their SACE registration number which will be the same until the end of their SACE journey. Exploring Identities and Futures (EIF) and the Duke of Edinburgh Award are their introduction to them studying SACE subjects. Passing EIF and gaining their Bronze Duke of Edinburgh Award enable students to accumulate credits for SACE - EIF (10 credits) and Bronze Duke of Edinburgh Award. (10 credits).

Staff

We are a remote school and to secure good quality teachers is a challenge. We have been blessed with excellent teachers. They add to our diverse mix, knowing that we appreciate their knowledge and skills.

The value of both indigenous and non-Indigenous employed at the School is important due to the multi-cultural enrolments we have. Currently we have 5 Indigenous staff members employed at Crossways (four LSO's, and one teacher). Our caring staff go above and beyond what is expected to make sure that each student under their care is performing at the level that is optimum for their situation and learning. The staff work incredibly hard and give their time in such a way to ensure success. Their volunteer hours are something they do naturally and is testimony to their commitment to the students and to our School. I am very thankful for their servant nature and the way they openly demonstrate their love of the students and our school in the way they openly support their students and each other.



Staff 2024

In 2024 the following staff members were employed by the school:

| Leadership | | |
|-----------------|--------------------------------|-----------------------------------|
| Greg Miller | Principal | (B Ed Secondary) |
| Melinda Vaughan | Business Manager | (B Acc) |
| Terena Evans | Deputy Principal | (B Ed JP/P) |
| Janette Cook | Head of Teaching & Learning JS | (B Ed) |
| Haesil Kim | Head of Teaching & Learning MS | (B.Sc in Biology, Grad.Dip Sc.Ed) |
| Aiden Champion | GGSA | (B Ed Primary/B Nat Res Mgmt) |
| Clinton Donald | Student Voice | (B.Ed) |
| Lana Coleman | Head Teacher ELC | (B Ed Early Childhood) |

| Teaching Staff: | |
|--------------------|------------------------------------|
| Aiden Champion | (B Ed Primary/B Nat Res Mgmt) |
| Aimme Beattie | (SAT) |
| Alison Ware | (B.Ed) |
| Amber Drummond | (B.Ed) |
| Carl Woodward | (Grad Dip Ed, B Ed Arts Eng Media) |
| Clinton Donald | (B.Ed) |
| Derani Hoffrichter | (B Ed) |
| Donna Bahr | (B Ed Early Childhood) |
| Frew Halbert | (B.Ed) |
| Haesil Kim | (B.Sc in Biology, Grad.Dip Sc.Ed) |
| Hayley Jeffs | (B Ed) |
| Janette Cook | (B Ed) |
| Kerri Reid | (B.Ed) |
| Kiara Uzzell | (SAT) |
| Kuziva Murambinda | (B Science Honours, PGCE) |
| Lana Coleman | (B Ed) |
| Melissa Spann | (B.Ed Primary) |
| Michael Colbung | (B.Ed) |
| Mila Poltre | (SAT) |
| Narissa Bailey | (B Ed) |
| Terena Evans | (B Ed Primary) |

| LSO Staff | |
|--------------------|------------------------|
| Charmane Fricker | Administration Officer |
| Kathy Kouvaris | Administration Officer |
| Kirsty Lennell | Administration Officer |
| Meghann Warmington | Administration Officer |
| Melinda Vaughan | Business Manager |
| Jim Jordin | IT |
| Jodi Bergmann | Canteen |
| Carmen Lambeff | Canteen Manager |

| | |
|----------------------|-----------------------------------|
| Megan Gillespie | Finance Officer |
| Mark Threadgold | Grounds and Maintenance |
| Troy Chandler | Grounds and Maintenance |
| Anita Hoffrichter | Learning Support Officer |
| Chelsea Ware | Learning Support Officer |
| Christine Mcllwraith | Learning Support Officer |
| Cirena Coleman | Learning Support Officer |
| Emilea Willis | Learning Support Officer |
| Jane McGuiness | Learning Support Officer |
| Jodi Johnson | Learning Support Officer |
| Josephine Rohl | Learning Support Officer |
| Kerry Taylor | Learning Support Officer |
| Layla Mears | Learning Support Officer |
| Lois Haynes | Learning Support Officer |
| Nicola Cotton | Learning Support Officer |
| Sam Powell | Learning Support Officer |
| Sharni Brown | Learning Support Officer |
| Sonya Degner | Learning Support Officer |
| Tanya Nielsen | Learning Support Officer |
| Sara Veerhuis | Learning Support Officer |
| Glenn De Lisen | Learning Support Officer |
| Toby Meekes | Learning Support Officer |
| Alita Champion | Learning Support Officer ELC |
| Tiarni Degner . | Learning Support Officer ELC |
| Eleanor Coleman | Learning Support/ Liaison Officer |
| Andrew Mcllwraith | Liaison Officer/WHS/Chaplain |

The average attendance rate for our staff (FTE) in 2024 was 94%

The following table shows the workforce composition, including Indigenous composition:

| Summary 2024 | All Staff | | | Indigenous | |
|-----------------------------|-----------|-----------|-------------|------------|------------|
| | Gender | Headcount | FTE | Headcount | FTE |
| Principal | Male | 1 | 1.0 | - | - |
| Teaching Staff | Male | 6 | 4.2 | 1 | .4 |
| | Female | 10 | 8.4 | - | - |
| Specialist Support | Male | 2 | 0.4 | 1 | .66 |
| | Female | 16 | 7.0 | 3 | 1.5 |
| Building Operations | Male | 2 | 1.8 | - | - |
| | Female | 3 | 1 | - | - |
| Administrative and Clerical | Female | 4 | 3.4 | - | - |
| TOTAL | | 43 | 26.4 | 5 | 3.1 |
| | | | | | |

Teaching and Learning is our core business and a priority in our school improvement plan. Teachers are given the opportunity to attend approved Professional Development which aligns with our school's strategic plan and their identified AITSL goals.

In 2024, professional development included:

| ACTIVITY | |
|---|------------------------|
| Valuing Safe Communities | Online & Face to Face |
| Mental Health First Aid | Ceduna |
| Connect & Equip Training | Stuart Traeger |
| CompliSpace Training | Online |
| SHINE Training | Face to Face |
| Macqlit Training | Online and in Adelaide |
| Minilit and InitialitTraining | Online and in Adelaide |
| CPI Train the trainer | Online & Face to Face |
| CPI | Online & Face to Face |
| Compassionate Systems | Face to Face |
| Clickview | Online |
| Child Protection (Complispace) | Online |
| Microsoft Sharepoint | Face to Face |
| First Aid CPR | Port Lincoln Training |
| Good to Great Schools - Spelling | Aiden Champion |
| Responding to Abuse and Neglect in Education and Care | Online |
| FACTS Training | Online |
| Berry St | Face to Face |
| Christian Studies | Online & Face to Face |

Staff and Hub meetings are held on a weekly rotation, Wednesday afternoons from 3:30 – 4:30 pm , and management meets each fortnight on a Tuesday.

The staff are well supported by the school in regard to ongoing appraisals. This comes in various forms, including the more formal approach of 1-1 meetings with the teaching staff and principal where professional dialogue is exchanged in regard to areas of strength and areas for development. Staff are encouraged to self-appraise and together with the principal and line manager, develop a professional development plan based on agreed goals.

Our Parents & Carers

When parents and carers, as well as visitors come into Crossways Lutheran School, it is often noted that they feel and notice a caring and supportive environment. Crossways is a Lutheran School and its foundation is based on Christian beliefs and values. The gospel, the good news of the risen Lord, is at the heart of all that belong to the Crossways community. This belief is held in high priority by

its staff members and is expressed through word and action. Building positive relationships with one another, knowing what Christ has done, is who we are at Crossways.

Our School encourages parental involvement at all levels whether through parent interview nights, sports day, cultural/ harmony day, and celebrating students' learning in the school. Our School seeks to improve parental participation through the employment of a Home School Liaison person. The purpose of this position is to maximise communications, develop understandings, and provide a strong link for school / home support for students. School staff and school liaison officers work together with home visits and facilitating parent/ teacher/ student meetings.

School newsletters, class newsletters, notices on the E-board, phone and regular written communication are acknowledged as effective ways that information can be disseminated.

At Crossways the level of staff, student and parent satisfaction is gained through the Crossways newsletter, parent/teacher interviews, Seesaw, parent information sessions, assemblies, and worship services (Chapel), meetings, annual reviews, and student meetings.

It is very important that we build an understanding of everything that goes on here and the above forms of communication do this well. This, I believe is due to the partnership between home and school and the support the parents provide to us at our School. Our reporting system, communication, and booking of Parent - teacher interviews, allow parents to determine their best time for meetings and interviews with the staff members they wish to see. Our School reports regularly on programs, events and activities and many of these have a strong impact on the wellbeing of all members of our community.

Curriculum

Crossways focuses on the National Curriculum in all learning areas in Junior and Middle School. We emphasise the importance of Literacy and Numeracy across all curricula which is a high priority. Our endeavour is that each student must be able to:

- Communicate effectively both orally and in writing
- Read with reasonable speed, accuracy and understanding
- Apply mathematical concepts and understandings to real life situations

Crossways implements the National Curriculum in planning, delivering, and engaging students in a variety of learning activities across key learning areas: English, Maths, Science, Technology & Design, HASS, Art, Languages, PE & Health and Christian Studies. We deliver the key learning areas using a combination of stand-alone subjects, as well as an integrated approach aiming to develop students' skills through, where applicable, hands on, inquiry - based contextualised learning activities.

Cross - Curricular learning is essential (linking learning areas) and enabled us to ensure that all the National Curriculum Achievement Standards are met at all year levels.

Students receive extra support in their learning through extensive Lutheran School Officer Support (LSO's) program at all year levels. They work and plan programs together with teachers which is vital for student success in the classroom. LSO's work with individual students as well as with small groups of students on pre-prepared and structured programs which address the needs of the group they are working with.

In 2024 a key focus area was improving the literacy of our students. We invested in training staff in the MultiLit suite of programs and progressively rolled out its implementation in our Junior School. In 2025 we anticipate expanding the program to include our Middle School.

Our Learning Support Team, is exceptional in the way it offers that little extra to those students who need educational support. The support in 2024 was offered in a variety of ways through LSO's (Lutheran Schools Officers) providing additional help in and out of the classroom with individuals or small groups of students, thus providing additional support during school hours. LSO's run programs supporting teachers by building their capacity to meet the individual and diverse needs of students, and to seek external professional support as necessary. Being able to provide the extra support to individuals' means maximizing a student's potential, resulting in enhanced progress, and improved results and self-esteem. The teachers appreciate the LSO support provided as it enables them to effectively differentiate curriculum and lowers the adult to student ratio.

In 2024, the extracurricular program has consisted of a range of opportunities for our students.

- Weekly chapel
- Weekly Whole School Assembly
- Sports Day
- End of term and year celebration of learning events
- Year level camps and excursions
 - Reception – extended day
 - Year 1 and 2 - Sleepover
 - Year 3/4 – Scotdesco
 - Year 5/6 – Streaky Bay
 - Year 7/8 – Pichi Richi
 - Year 9/10 – Canberra

- Tcharkuldu Rock run
- WCIAC
- Reconciliation Week - Cultural Day involving community members
- NAIDOC Week
- Harmony Day
- ANZAC Day - laying of the wreath

- Year 10 Work Experience
- ACER testing Literacy and Numeracy (R – 10)
- National Simultaneous Story Time
- Footsteps Dance Workshop (R-5)
- Science Week
- Book Week
- Swimming
- SAPSASA- Football & Netball
- Music Camp – Port Lincoln



NAIDOC 2024

National Literacy and Numeracy Testing NAPLAN

Each year in primary schools throughout Australia, students in years 3, 5, 7 and 9 participate in Literacy and Numeracy national testing.

Below are the results of NAPLAN 2024, for the Year 3, 5, 7 and 9 students at our school. The results of the tests provide diagnostic information for parents/carers and teachers about a child's performance in Literacy and Numeracy. This information can be used to support teaching and learning programs and improve student achievement.

Previously reports for NAPLAN compared students against the National Minimal Standards. This changed in 2023 and Student achievement is now shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support. The proficiency level is shown as a mean for the entire cohort.

YEAR 3

| | <i>Students present</i> | <i>Mean Score</i> | <i>Proficiency level</i> |
|----------------------------------|-------------------------|-------------------|--------------------------|
| <i>Reading</i> | 11 | 352.3 | <i>Developing</i> |
| <i>Writing</i> | 11 | 325.5 | <i>Developing</i> |
| <i>Spelling</i> | 11 | 389.4 | <i>Strong</i> |
| <i>Grammar & punctuation</i> | 11 | 347.8 | <i>Developing</i> |
| <i>Numeracy</i> | 11 | 342.4 | <i>Developing</i> |

YEAR 5

| | <i>Students present</i> | <i>Mean Score</i> | <i>Proficiency level</i> |
|----------------------------------|-------------------------|-------------------|--------------------------|
| <i>Reading</i> | 9 | 429.6 | <i>Developing</i> |
| <i>Writing</i> | 10 | 402.3 | <i>Developing</i> |
| <i>Spelling</i> | 9 | 419.0 | <i>Developing</i> |
| <i>Grammar & punctuation</i> | 9 | 429.2 | <i>Developing</i> |
| <i>Numeracy</i> | 9 | 414.3 | <i>Developing</i> |

YEAR 7

| | <i>Students present</i> | <i>Mean Score</i> | <i>Proficiency level</i> |
|----------------------------------|-------------------------|-------------------|--------------------------|
| <i>Reading</i> | 14 | 441.1 | <i>Developing</i> |
| <i>Writing</i> | 14 | 455.3 | <i>Developing</i> |
| <i>Spelling</i> | 14 | 482.4 | <i>Developing</i> |
| <i>Grammar & punctuation</i> | 14 | 431.0 | <i>Developing</i> |
| <i>Numeracy</i> | 14 | 444.9 | <i>Developing</i> |

YEAR 9

| | <i>Students present</i> | <i>Mean Score</i> | <i>Proficiency level</i> |
|----------------------------------|-------------------------|-------------------|--------------------------|
| <i>Reading</i> | 9 | 506.8 | <i>Developing</i> |
| <i>Writing</i> | 9 | 481.5 | <i>Developing</i> |
| <i>Spelling</i> | 9 | 534.2 | <i>Developing</i> |
| <i>Grammar & punctuation</i> | 9 | 468.3 | <i>Developing</i> |
| <i>Numeracy</i> | 9 | 482.6 | <i>Developing</i> |

Parent, student, and teacher satisfaction with the school



2024 Health Check Survey

Lutheran learning communities aspire to deliver an excellent service, offer a strong workplace culture and meet the expectations of stakeholders.

The Health Check Survey is a routine measure of community attitudes and perceptions towards meeting these aspirations.

The Survey data reports are high level, identifying **areas of interest** for further investigation through focus groups or other means. Below is an independent interpretation of the data, summarising areas of interest for further enquiry and consideration.

General:

The scores received from LSOs, students, and parents are relatively consistent and strong. However, the teaching staff, governance & leadership have provided more conservative scores.

The vocational practices have shown consistent results, with Excellence in Learning receiving the strongest response in this year's survey.

Overall, the school community's response to the survey was strong and consistent, with 91 participants completing it, compared to 88 in 2021.

Four key areas of interest emerged:

- Engagement with the Growing Deep Framework and staff wellbeing.
- Potential for greater student agency and exploration of personalised learning.
- Reflection and review are improving outcomes, guiding staff professional development, and enhancing student learning.
- Documentation of roles and responsibilities, policies and procedures, and the monitoring of key performance indicators.

Summary:

The Health Check Survey results were generally positive but also identified areas of interest that we can focus on to improve our school.

Our Governing Body

SCHOOL BOARD MEMBERS

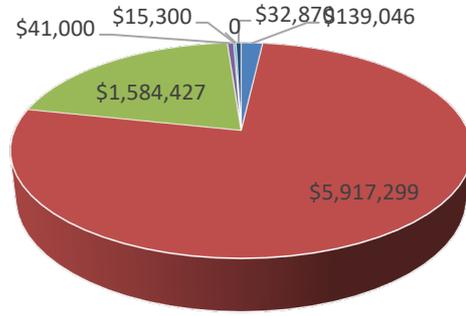
| | | |
|-------------|---|-----------------|
| Chairperson | - | Julian Denholm |
| Principal | - | Greg Miller |
| Secretary | - | Megan Gillespie |
| Directors | - | Jessie Sleep |
| | | Stephen Jude |
| | | Josh Ruthenberg |
| | | Patrick Sharpe |
| | | Bradley McKay |

A dedicated group of parents and congregation members also support our School with commitment, enthusiasm, and dedication. They have our school at heart, which is of paramount importance. We are thankful for all of the Board members, parents and congregation members who support our School.

Income broken down by funding source 2024

| | |
|------------------------------------|-------------|
| Fees - less discounts & concession | \$139,046 |
| Commonwealth Funding Recurrent | \$5,917,299 |
| State Funding Recurrent | \$1,584,427 |
| State Funding Capital | \$41,000 |
| National School Chaplancy | \$15,300 |
| Interest | \$ 287,124 |
| Other Income | \$32,870 |
| | \$8,017,066 |

School income broken down by funding source 2024



- Fees - less discounts & concession
- Commonwealth Funding Recurrent
- State Funding Recurrent
- State Funding Capital
- National School Chaplancy
- Interest
- Other Income

In Conclusion

I present to you the Annual Report for 2024.

It is a blessing to work and lead at Crossways Lutheran School. The school continues to set itself up for the present and future, with a firm direction, vision and a hope which comes from God, and a commitment to achieving the best possible outcomes for our learning community.

Yours in Christ,

Greg Miller

Principal